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Students' beliefs towards English Language Teaching Methodology

BY

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RESEARCH PAPER

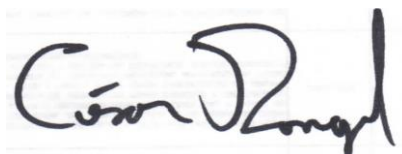
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AFFIDAVIT

I, César Rangel Aldana, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

A handwritten signature in black ink, appearing to read 'César Rangel', is centered on the page. The signature is fluid and cursive, with the first name 'César' and last name 'Rangel' clearly distinguishable.

CÉSAR RANGEL ALDANA

Abstract

This paper aims at presenting Middle and High School students' beliefs on the Language Teaching Methodology at a bilingual private school in Barranquilla. In order to discuss these beliefs, there are topics such as the importance of teaching English in the world and the concept of beliefs, including its methodological approach. Moreover, an interviews format was performed in order to analyze the beliefs among the involved population. To identify and analyze these beliefs, questions to address metaphorical descriptions of the topic were given to help make these beliefs more evident. Results establish that students see the teacher as a guide and his/her methodology as a sculptor. Also, it was stated that most of the students' beliefs vary because these are not always aimed at the guiding or leading teaching they see, but also at having an influence in the society by seeing the teaching role model. In addition, the interviews' given results establish that those who come with a previous belief towards the teacher's role experienced a switch of beliefs during their learning process, in either a positive or negative way.

Keywords: beliefs, foreign language teaching, high school students, teacher's role model, metaphors.

Dedication

To God for his Spirit, to my Mom, my Sister Hanna and Karen for they never stopped believing in me! and to my great friend Nicolás for that final push!!

So he said to me, "This is the word of the LORD to Zerubbabel: 'Not by might nor by power, but by my Spirit,' says the LORD Almighty.

Zechariah 4:6

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I thank my God for giving me the chance to go through and finish this process. I also thank Universidad del Norte for letting me finish this journey despite all the obstacles that I had to face as well as the private school which was object of the study for providing me the students to get to know their experiences with teachers and language. To Luzkarime Calle, I thank a lot for her direction, her time, her ideas, and her patience to guide me through the right way. Finally, this is to my mom for all the prayers, the support no matter what, all the smiles and the encourage, and for telling me that at the end of the day, everything would be just fine.

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Chapter 1- Introduction

Context

Based on the influence teaching methodologies might have in the future L2 speakers and its further impact on the way they see language, as well as the importance within their short, mid and long term aims, this paper presents a study on students' beliefs towards a language teaching methodology, using metaphors as a mean to find these beliefs. Richards (2002) affirms that the study of the beliefs towards the teacher is part of the understanding process of the way the teacher sets the language that he/she wishes to learn as well as his teacher role. To understand that role approach, it is necessary that there be an understanding of the beliefs and the principles that bias them. p. 35

It is also expected that this project help students and teachers reflect on the role each one has when talking about language learning/teaching. Also, this reflection will help teachers be aware of the way language is being taught in order to avoid possible negative beliefs from their students. This comes to be important in order to avoid a bias within students' college experience, when they face undergraduate programs that require a Foreign Language Learning process as well as increasing their skills and language management during the process itself.

Within this study, it is important to focus on beliefs through metaphors because of a set of reasons. First, identifying beliefs gain importance for understanding, reflecting and even modifying processes to cope with students' needs. However, if the beliefs identification is deemed as a personal matter for teachers, then it could prove to be a

challenge for there is a constant change in the teacher's proposed methodology that may ultimately elicit other perspectives in students towards the teacher.

Additionally, this constant change in the classroom dynamics would not only affect the teacher's way of presenting a class, but also administratively speaking because of the will he/she has to cope with the different changes on behalf of the institution he/she is working at.

In the specific case of the bilingual private school students, it is important to acknowledge that a way to gather students' beliefs is by using the concept of metaphors, which is studied in English and Spanish classes in High School in order to get to an alternative way to establish patterns and perceptions that are derived from teachers' methodology. Additionally, metaphors are not up to merely label individuals (teachers), but also help describing roles, methods and ways of being in or out of the classroom context.

Now, a factor that becomes relevant to consider is that for decades, English language has become a huge part of our lives as it could open doors to experience opportunities when academic opportunities, job opportunities or even culture coexistence arise. This is mainly because communication among individuals has prompted language learning as a way to be in touch with people, as well as other cultures that speakers may learn from, and it has also become relevant among the Latin-American and other non-English speaking countries because of the influence a superpower like the United States has on them. These countries have found the necessity to learn the language for its importance within technological and/or economical markets, but also because of their significant growth within the global community.

Moreover, English has played a significant role in Colombia for the last 40 years because of certain factors such as: the huge impact of the United States on our culture, the need to go abroad for academic or labor purposes and also, the internal conflicts with revolutionary movements, as well as the constant lack of economic stability prompted countrymen seeking other ways to survive abroad (Migration Policy Institute, 2015). Nevertheless, the rise of the language within our society has been developed in the early nineties during Cesar Gaviria's term by fostering business opportunities that encouraged people to learn a second language, therefore, future speakers would be searching for language programs that could match their communication interests as a way to be more competitive in areas of expertise such as economics, academics. For that reason, since the late part of the twentieth century, there has been a lot of interest among the country's entrepreneurs and politicians in terms of developing language competence. Hence, people would focus on English learning to communicate with others or to be part of the teachers' groups who could teach how to speak English for academic and business matters in a national and/or international context.

For the aforementioned statement, Bilingual plans have been implemented within the Country considering a deadline, specifically 2019, to achieve the main goal, which is to have a potential improvement when talking about communicative competences improvements in every single educational institution (PNB, 2009). It is important to describe that what it is expected, according to the 2019 due date for bilingual achievement is mainly that school students acquire a B1 level when using the language for any purpose. On the other hand, university students are expected to accomplish the B2 level of language, according to Plan Nacional de Bilingüismo (PNB 2009).

David Crystal (1997) affirms that

History has been the witness of the journey that English has made as a language, taking into account those English travelers trips to America and Asia, in order to establish itself as an official or unofficial language communication instrument in many states during the first part of the 20th century” (p. 29).

Upon reflecting on the aforementioned statement, it may be said that this described dynamic is the same one that is seen nowadays, as the English language keeps gaining preponderance within countries, just to be part of the trending ways of interaction in different contexts.

Furthermore, David Crystal (2004) says that English language is in the first place in matter of interests not because of the amount of people who speak it, but due to military, educational, and political factors, just as some other languages were in previous periods of time. As English language learning has been relevant for years, people have come with different needs to achieve language knowledge. Additionally, English language is well positioned within individuals’ minds when talking about goals to constantly improve economically and academically speaking because soon- to- be speakers are still being influenced by what it means to be an English speaker.

Nevertheless, there are theorists like David Graddol (2006), who tend to say that the English preponderance that has been surrounding our societies to this very day might disappear in a short term period. What was previously presented is supported by the fact that other languages such as Mandarin and especially Hindi are meant to fully be in the first place either because of population or further development and interests by students,

entrepreneurs and tourists, so this might set the pace in terms of language desires and/or purposes to be taken into account when planning what to learn.

Besides, the Mandarin language has gained importance, taking into account that people wish to emancipate themselves as they see China as an alternate territory to accomplish their objectives. For that reason, Mandarin is rising as well as Hindi. However, the English language keeps experiencing acceptance worldwide as first place in order to maintain in matter of what learners may consider as the right choice to learn in a short or long term. To reassure what it has been said, Graddol (2006) affirms that “Despite the extraordinary changes of the last few years, one thing appears to remain the same. More people than ever want to learn English. The projections given in this book confirm that English learners are increasing in number and decreasing in age” (p.10).

The author also presents that the prominence of the language has become so strong in the world that it is not anymore necessary to travel to countries such as United States, England or Australia to get the language level that is needed. Now, learners can have the same language learning quality in their own countries and with teachers that are not necessarily native speakers, but fluent language users. Nonetheless, despite what could be imminent for English Language, to this very day it enjoys a current hegemony that transcends all the spheres around the world. In Latin-America, there are countries whose presidents are fostering government laws that companies and universities must encourage their groups to learn English.

Therefore, when mentioning the worldwide impact main languages have had around the world, as well as the interests of each one to immerse himself/herself in a language or a culture, beliefs arise. These beliefs depend on what each one perceives in terms of

moments, situations, contexts or even interests and this is the point in which we can say that beliefs are up to be changeable, following different results, according to experience.

The reason why it becomes important to work on beliefs towards a foreign language is because there are those that may set the language in a positive or negative way, for instance, Piraquive and De Zubiria (2008) state that positive perceptions can be found as a result of studies inside a determined population as it happened in a Creol Community in San Andres where languages such as English and Spanish were closed in a positive perception for its social importance among the people as well as those feelings they had towards the cultural legacy.

Additionally, the aforementioned beliefs might be relevant during the learning process for its influence in the future foreign language user: Pizarro (2010) affirms that “The study of language beliefs is part of a process in which it is not only necessary to understand the attitudes towards it, but also the language relevance around the world ” (p. 28). Moreover, Alvarez and Cuellar (2011) describe beliefs as “a disposal to react in a positive or negative way towards an object, situation or event” (p. 4). As a result, it is appropriate to be aware of the rising beliefs towards the language because it would be pertinent to connect what it is thought about the language with the learning process in order to determine if attitudes come up because of the learning process, or any other aspects.

For that reason, the following study is taking the upcoming questions as a way to understand better the complexity of students’ beliefs towards the English class teaching process, based on metaphors:

Main question

How can metaphors help identify students' beliefs towards their English class methodology?

Sub questions

- Which factors may set high school students' beliefs towards their English class teaching process?
- What are the students' beliefs about their English class teaching process?

The former questions allowed to set the following objectives:

General objective

- To analyze how beliefs about English as a Foreign language instruction can be presented through metaphors.

Specific objectives

- To identify the beliefs towards the language learning process of a group of students from a bilingual private school.
- To describe the beliefs towards the language learning process of a group of students from a bilingual private school.

Having presented the Research Questions and the Objectives, it is relevant to mention that this study was carried out at a private school in Barranquilla, taking into account students from Middle and High School with different levels of English and different interests and reasons to speak the language.

Chapter 2. Theoretical Framework

This section will present the main theoretical tenets that underlie the current research study, namely, beliefs and metaphors. First, I will introduce the concept of beliefs by providing an overview of the main theoretical contributions, as well as applications in educational research. Then, I will go over the notion of metaphors and its usage with pedagogical and research purposes.

Beliefs

Having a clear impression about what is being reviewed in matter of theory, it is important to reflect on this main concept because the chapter will be useful to determine how it is intended to identify, compare and reflect on beliefs towards the teaching instruction. For that reason, it is relevant to state that there are beliefs that may arise when people consider learning a foreign language for any particular purpose. Additionally, it becomes important to work on beliefs towards a foreign language for there are beliefs that may set the language in a positive or negative way, for instance, Drelinga et al. (2017) state that positive perceptions can be found as a results of studies inside a determined population as it happened in Latvia where the teaching role had a great acceptance for matters that were related to who the teacher was and what the teacher could do.

According to Abelson (1979) a belief is based on quantity, that is to say that when an individual provides an idea, then a belief arises and when the same process is carried out by a group then instead of an idea, there is knowledge. Pajares (1992) also claims that there is a direct relation between a belief, knowledge and goes beyond, with some other definitions such as attitude, opinion and ideology. Furthermore, Rokeasch (1968, as cited

in Pajares, 1992) states that a belief is “a game of player’s choice” (p. 309), such affirmation means that much of what people believe in is the result of what side of the belief they choose to stand for, for example, an argument between two people may lead to what a third party chooses to be with, depending on what he/she determines to keep as the reasons to support the choice.

Back to Rokeasch (1968), he classifies beliefs as any single proposition that may turn out to be either conscious or not. For that purpose, Rokeasch (1968) uses 3 types of beliefs: descriptive, which is specifically about facts, something that is true. The evaluative belief focuses on what every person judges, and the prescriptive one, which deals with what the person thinks it should be done, according to rules or what it is traditionally conceived. In other words, beliefs definition includes a huge amount of subjectivity and it is entirely based on experience, according to Pehkonen (2003), for its meaning relies on the choice each person makes, according to what fits better his/her way of being, trait, and value.

Additionally, beliefs must be considered as a reality that is followed by an interpretation that the individual perceives, according to Cabaroglu (2000), in other words, beliefs are nothing more than a configuration that is made about the one being. Khader (2012) declares that it is a judgment that is made, an evaluation that is carried out between people and what surrounds them, based on either observations or direct interaction.

Now, a factor to take into account is that beliefs lead to a positive or negative paradigm shift on L2 learners. With respect to this, Ariogul (2009) points out that it is because of that change of mindset that beliefs have drawn the attention of researchers in

the last two decades, stating also that it is because of preconceived ideas each individual has, that sets the further belief and the effect on the language learning process. Horwitz (1985) states that there is indeed an important matter when understanding the arising beliefs and its connections to language learning itself. Mesgarshahr (2014) also shares that beliefs are connected to preconceived ideas about a specific matter, language learning, and for that reason, those general assumptions are the ones that set the ensuing factors that have an influence on what involves language learning.

However, Abdolazadeh (2014), introduces a couple of details to justify these beliefs: previous experiences, either positive or negative, and the cultural/familiar background, as well as traits from the self. Having mentioned the previous statement, a factor to add is that while Horwitz (1985), mentions beliefs and the possible reasons for their manifestation, Cotterall (1995) points out what goes beyond building a belief and it is that no matter the inception, beliefs will actually help, in a positive or negative way, to set a behavior that will ultimately determine an attitude and even motivation to what he/she engages.

As it has been previously pointed, beliefs are not merely a topic, but a significant factor in what concerns every single activity that an individual performs and results that go beyond actions because of the influence that these have on attitudes, perceptions and the determination to go through any single task. Gilakjani (2017) supports the aforementioned statement with the following affirmation, but specifically in the case of the teachers: “Teachers beliefs affect what they accomplish in their classroom, their attitudes and their learners beliefs” (p.1), which proves that when it is talked about teachers’ beliefs, the responsibility they carry is greater, due to their role as their

students' extrinsic motivators, or the complete opposite as a reaction to what teachers propose or determine within the classroom. Additionally, Chun, (2012), affirms that beliefs are quite important in language learning for their impact in the world and the way these help understand information better, defining whether this is either accepted or rejected. However, there is an issue that comes up when focusing on beliefs and it is that teachers' have proven to be relevant, but those of the student should also be taken into account for the level of intrinsic motivation they must "gather" to get to what a teacher expects within a class. What it is not being considered is that possibly the extrinsic role teachers play is not actually having the impact there should be to get what it is expected when dealing with language learning process.

Now, Harste and Burke (1977) affirm that beliefs themselves are a detonator that teachers indirectly go through in order to make decisions within their classrooms and the teaching and learning experiences. Also, Harste and Burke (1977) state that the teachers' belief does really have an influence when talking about what they plan, what they perform within a classroom and even what the small details within each single student's behavior and what comes next in terms of lesson planning is something that is based on belief.

On the other hand, based on their learning experience and their cultural background, learner's may hold different kinds of beliefs about language learning. Investigations have also demonstrated that beliefs that language learners hold about a foreign language affect their attitudes towards that language and together with other variables play a role in their L2 motivations (Csizér & Dörnyei, 2005), cited in Abdolazadeh (2014).

White (1999) stated that language learners' expectations developed prior to their experiences are also influenced and shaped by their beliefs. According to Bandura (1999), these expectations influence how individuals react to, respond to and experience a new environment.

Based on this, and according to Dogancay-Aktuna (2005) "teachers need to consider to what extent the underlying principles of their chosen methodology will correspond with the set of assumptions that learners bring to the classroom" (p. 99), reason why beliefs and expectations they bring into the classroom should be taken into account to avoid confusions. Both teachers and learners bring with them beliefs that may have an influence either positive or negative in their teaching strategies and methodology as well as in their learning strategies. This may, on the other hand, affect both the teacher's performance and the learner's achievement.

In other words, and according to Baiyinna (2011), talking about both teacher and learner beliefs, is talking about pedagogical beliefs, classroom teaching practices, about a learner understandings of the language learning process, their opinions of their roles, including factors influencing the language learning and the nature of the language teaching and learning processes.

The study of metaphors

Although the study of metaphors has been of great interest since ancient times, it is rather recent when we take this topic to apply it to the field of language education. Nevertheless, it is important to understand that, what is determined as ancient, may continue providing relevant insight to the topic in discussion. Studies can be traced back to the times of Aristotle. In his book "Cognitive Linguistics and Metaphoric Study" Chun

(2005) mentions that, according to Aristotle, “Metaphor consists in giving a name that belongs to something else; the transference being either from genus to species, or from species to genus, or from species to species, or on grounds of analogy” (p. 77).

Teymouri (2014) is one of the authors who remarks the same situation by expressing that metaphors were merely seen as a type of speech that was “fancy”, something that was actually seem to be reserved for literacy, apart from the aspects of language and communication. Then again, Barlow (1977) argues that from the 20th century there has been an increase when raising awareness towards the real importance of metaphors by stating that these are a matter of thought and understanding to enhance the lines of discourse itself.

Harrison (2007) contributes to this line of thought by saying that metaphors went beyond language because these are not only the basis for our thoughts, but also our speech, for which it could be determined that the presence of metaphors within these two important factors, ensures the mindset that will lead individuals to constructing a belief.

Additionally, Vosniadou & Ortony (1989) provide further information of the definition by stating that these are analogies that allow us to map one experience in the terminology of another experience and therefore, allow us to acquire and understanding of complex situations, for example, sometimes it is rather difficult to understand the reasons why a student is not acquainted with the teacher for any reason. Therefore, the use of metaphors may gradually show that students’ beliefs may be presented because of elements such as, attitude towards the language teaching, the language learning process, the teacher himself/herself and/or the curriculum.

Then, to have a deeper approach to metaphors, it is important to take into account what Lakoff and Johnson (1980) present when describing the concept: it consists of the projection of one schema on another schema. In their book *Metaphors We Live By*, they propose that metaphors are a matter of thought and actions instead of a device of poetic imagination. Also, Lakoff and Johnson (1980) establish that metaphors are the door to a clear concept mapping that allows a process of categorization. What was previously said is that it is rather easier to the individual that he/she takes an image, an object or other people to describe what is wanted.

Lakoff and Johnson go beyond by pointing that even though the speaker is not aware of it, the presence of metaphors is considerably active within the speech for the same easefulness that was previously mentioned. Therefore, the problem is not about using metaphors, but sometimes identifying these to determine how accurate the description is. Additionally, Lakoff and Johnson (1980) determine that what makes metaphors essential is the fact that we, individuals, are able to understand and go through an experience in which two objects, either individuals, animals, etc, are connected for one of the factors can get to the other.

It is important to acknowledge that the study of metaphors is challenging by itself, but when the concept lands on other disciplines such as language learning, then that challenge becomes greater, mainly because of the shortage of studies that deal with the topic. Throughout these years, there has been a group of researchers who, according to Teymouri (2014) have come to the conclusion that metaphors may present a set of implications within language learning education. To this respect, authors such as Beck (1982), who took Lakoff and Johnson's concepts of metaphors to determine that these are

actually useful as an object of study to reach a better understanding of language and culture. It is for that reason, additionally, that the focus on this kind of approach would be appealing and determinant for teachers when putting the concept into their classrooms as a tool to explore and decide what to do next after the rise of these metaphors in students to label factors such as language learning, teaching and cultural input.

Yumiao (2006) shares that it is because of the awareness that students have about metaphors, that they can actually enrich their speaking production through the utilization of new vocabulary. Nonetheless, Shuwu (2002) establishes that the implication of metaphors is an element to be taken into account not only for learners, but also for teachers. A way to make metaphors evident is by exposing a set of ideas within the study of it that goes from the theoretical part to its further application to the field of Language Teaching.

State of the Art

In this section of the paper, I will present a set of studies in the field of learners' beliefs, and the use of metaphors to explore them, in order to build a state of the art that allows to determine the gaps I will attempt to fill with this research study.

A first research to consider is Ferguson's (2018) Investigation of Pre-Service Teachers Beliefs about the certainty of Teachers' knowledge with the aim of presenting how teachers actually learn from their tools in education. The study was carried out with contextual analysis that involved Sixty-six elementary and secondary teachers in Norway, focusing on their beliefs. These beliefs showed that participants' knowledge and teaching was more appealing in the second year rather than the first one. Furthermore, the findings

presented that teachers have specific beliefs about what means teaching knowledge that may be directed to teachers' educators.

A second research project to make beliefs evident and focused on learning is carried out by Kovacevic and Akbarov (2016), in which they deal with "Language Learning Beliefs and Strategies: A Bosnian EFL Case" targeted to a group of students from University of Sarajevo, emphasizing on linguistic and cultural factors. It is important to consider that the authors based their study on what previous works from Chun, Chan and Sheng had done about correlation tests. These correlation tests present factors that prove to be universal when talking about the foreign learner and acknowledge that reciprocity should be concentrated on exploring and finding varied forms of intelligence.

Another research to help us understand the way beliefs work is the one conducted by Nyhan (2016), named "The Challenge of False Belief". This study was done based on topics such as Politics and Health, and how a debate can be led by speakers, using distorted information for the sake of the discussion. Also, the author questions the impact the misinformation has and how hard it is to change people's mindset even if what they are saying is proved to be wrong.

The findings show that there are sources that help people build misbeliefs, such as Media Coverage for it "shapes the flow of false claims" (p. 30), according to the researcher. Also, depending on the media source, it can be found out that not only there is a lack of balance when providing the information, but also a mislead that not only proves to be inaccurate, but also falsely publicized, creating an aura of defamation. The author concludes that misperception is one of those challenges democracy must face mainly for all the polarization that it has led to. Additionally, it is by giving new information about

the psychology of misperception and the reasons to be spread and strengthened that feedback can be given to educators, journalists to actually counterclaim what proves to be misleading and misperceived.

The fourth research to support the idea of beliefs explored into the learning environment is Zhong (2015), who provides us with her experience when talking about “The nature of language learners’ beliefs: a half told story”. In this document, the author points out that although the topic of beliefs has been the focus of numerous studies, there has not been enough attention from the teaching community. For that reason, the study was carried out for early research projects based on the topic and made beliefs stability evident while the most recent ones show something completely different. Zhong’s study was developed by a case study to fully comprehend the nature of language learners over a period of 18 weeks. Among the findings, the study revealed the true complexity of what students believe in, including a paradigm shift that proved to be even contradictory for its change over a certain period of time. Therefore, it is concluded that the change of belief may be varied and even sustaining a paradox, according to what the author stated.

In the study “Learners’ Belief Changes about Language Learning” carried out with Indian students regarding their beliefs about language learning, the authors Fazilatfar, Damavandi, Harsej and Heirati (2014) present results based on a one semester course. The results showed the changes in the beliefs obtained through the administration of Horowitz’s BALLI questionnaire from 1988, where students were motivated towards the English language and learn it based on the fact that it could be of great help when looking for appropriate job conditions. On the other hand, it also showed that students perceived English as a difficult language to learn, which lead teachers to look for different ways to

approach their students in order for them to obtain better results by the end of the semester.

Metaphors, on the other hand, play a relevant role when giving importance to their relation with Language Learning. According to Kamberi (2013) in her work “Using metaphors in language teaching and learning”, metaphors were used as a resource for literature in the past, but nowadays this same resource has been used for language learning purpose. For that reason, the first work that focuses on Language Learning and Metaphors comes from the aforementioned author and describes metaphors used in language teaching and learning, the value and effectiveness to the language teaching instruction in English language skills 3. The method that was used was content analysis at the department of English, Language and Literature, in order to identify biases, taking into account students attitudes towards language teaching and learning. What the results showed, based on positive and neutral metaphors, that either described teachers and students; the category of the described teachers showed that the descriptions were vague and not allowed to easily be placed in positive or negative responses. Meanwhile, the categories that students used to describe themselves involved very positive characteristics about the way they are seen even though some of their descriptions proved to be neutral. Nevertheless, this data was planned to be used as a tool to find out about what students perceive through metaphors and how the instruction, the class and the development of it may be changed, taking their description into account.

The second work to make reference to metaphors is the one developed by Farjami (2012). In such work, the awareness towards foreign language learners’ images and metaphors about the nature of learning is taken into account to have a better

understanding about the problems of language learning. For the methodology, a questionnaire was given to 350 students throughout Iran, using a template that directed participants to the use of metaphors. The findings helped to establish that answers provided must lead to a discussion that includes psychological perspectives that help decoding the images and metaphors that participants shared.

A third work to make reference to metaphors in language learning is Mouraz, Pereira and Monteiro's (2013) "Use of Metaphors in the process of teaching and learning in higher education". The aim of this work was to contribute to a wider range of information about what concerned higher education issues, giving more importance to metaphors for learning purposes and interpretation of what it is perceived about teaching and learning within a course of English language. Results show that there was indeed a support in matter of foundational knowledge. Additionally, teachers had the opportunity to get into teaching awareness promoted by the use of their own metaphors.

Another important study was carried out by Coscun (2015). It deals with "Parents and Young Learners' Metaphorical Perceptions about Learning English", having as an aim the raise of perceptions of 109 EFL learners in 8th grade, as well as 66 parents who provided their perceptions through metaphors by using a format in which they would describe English according to a template. The results present that parents tend to be more positive than learners when referring themselves to the language learning process and students, on the other hand, show English process as negative, as "walking on water".

After reviewing different studies about beliefs and metaphors, and focusing the attention toward their implications to language learning, some conclusions could be drawn regarding the trends in terms of methodology, participants, and applications of

these theories in different parts of the world. To begin with, there is an increasing interest towards the beliefs' measurement with devices such as the metaphors, for it has proven to be not only effective, but also accurate when describing the subject on interest.

Specifically, in these days, in which students' judgment is more important than ever, metaphors may help decoding what they actually believe rather than going through long questioning processes that may prove to be vague, depending on the situation.

The review also allowed to determine that there is indeed an either empirical/theoretical/methodological gap in the study of metaphors for the exploration of language learners' beliefs towards English teaching methodology mainly for 2 reasons: beliefs are actually based on positive/negative experiences that, depending on the perception, can either prove to even be misled or misperceived, to which it may be necessary to. Additionally, here in Colombia there is no such a beliefs' measurement that involves metaphors as a way to go through what students, teachers or any single individual perceive towards a specific topic. On that account, from the works that make beliefs and metaphors evident, it is important to consider that even though these have been carried out in different ways, population makes this project original for there is no equal result between participants and the way they describe, using metaphors. Additionally, the results that the report give may be used by the school to set strategies that help teachers work on what students' beliefs in order to modify what they plan to do within classrooms.

Furthermore, it is important to establish that this work may help teacher reflect on their role and they present themselves to students as a way to identify how their image, attitude, traits and own beliefs help engaging students on their own belief. Moreover, the

journey through these beliefs will help concluding how changing or similar these are among students as well as determining how these may affect, positively or negatively, the way factors such as the language and teaching role, may be seen in a short or long term period.

Chapter 3. Methodology

This chapter will expose the methodological focus, the instruments that will reveal the information and its further results. It is important to keep in mind that investigation leads to problems and upcoming solutions to it, considering that this solution may lead to a reflection and an application to processes beyond the study.

Qualitative approach

For this project, it is important to use a qualitative method because beliefs have always proven to be everything except standardized, in other words, there is not a single pattern to determine that there will be a particular conception towards a specific item. To expand the previous statement, Underwood (2002) says that beliefs and its change respond to an intentional response that brings anticipation within, as well as the necessity to be part of a further extrinsic influence that becomes either positive or negative. It is because what it was previously mentioned that it becomes relevant the will to have an approach to these beliefs by its description. At the same time, qualitative method usage allows that beliefs be classified and interpreted for its changing dynamic.

With respect to this, Mack (2005) states that qualitative research is a type of scientific research that seeks answers to a question by collecting evidence and aims to understand a research problem from the perspective of the local population it involves. It is effective in obtaining culturally specific information about aspects such as values and opinions, amongst others. Additionally, as stated by Queirós (2017), the qualitative research tries to understand a complex reality as well as the meaning of actions in a specific context. Furthermore, Creswell (2012) point out that qualitative research involves the way humans (individuals / groups) deal with the situations that may arise on a daily basis, considering

emerging questions and categories for data organization. purpose. Creswell (2012) also establishes that context, and the interpretation the writer makes from the collected data are part of the “spontaneity” this type of investigation brings.

Research Method: Case Study

Beliefs can be enclosed in a case study for its lack of generalization within a group of students even though the coming ones prove to be true for certain groups of people or false to others. Additionally, it is preponderant to consider that, according to Walker (in Saez and Carretero, 1994) a case study is understood as a format that allows researchers to evaluate a particular program. Also, Walker says that a case study is seen as a transactional approach for it is intended to understand social processes as well as the understanding improvement between actors or groups that are part of an evaluation that presents the way a particular item is perceived.

Moreover, Saez and Carretero (1994) argue that a case study is aimed at collecting different points of view and opinions from participants taking into account interests these could have from what they have experienced. As a result, a case study gains importance if an approach to beliefs between students from a bilingual private school towards English teaching methodology is intended from the experience of those that are involved. From another perspective, Sturman (1997) points out that a case study acts as a general matter that works for the sake of exploring a phenomenon either individual or groupal (p. 61). Also, Sagadin (1991) affirms that a case study involves a description and an analysis of a specific matter to which I can determine that this type of method suits the description of the students’ beliefs, based on their metaphorical description.

Data Collection, Techniques and Instruments

To get to the beliefs towards teaching instruction, it will be used what Ralph Fasold (1996) defines as direct and indirect methods: a direct instrument includes questionnaires or interview formats in which informers answer questions or stand for predetermined statements that are given by the interviewer. According to Cohen, Manion and Morrison (2007), questionnaires are meant to be “a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze”.

Interviews

Interviews may play a different role for its way to be developed; Fasold (1996) establishes that “there are questions and answers during the process, but the interviewee may answer with liberty” (p. 236) , this means that while there are questions to be answered, a dialogue starts flowing in the middle of the process in order to let both interviewer and interviewee experience a natural conversation with a specific purpose and clear objective. Having described the object of the direct instruments, Fasold proposes that the indirect methods are meant to be “hidden” from what the subject of research may perceive, which means that sometimes the population wouldn't be aware of what the researcher is doing (taking notes to look into behavior and attitudes as well).

Observation

Indirect methods present instruments such as the observation, which is described by Cohen, Manion and Morrison (2007) as “an opportunity to gather ‘live’ data from naturally occurring social situations”, this means that the researcher is able to witness the

events instead of depending on what an interviewee has answered or what stats have provided.

About the applied instruments, it can be mentioned that there is an intended amount of observation experiences to be taken into account in order to have a close retelling process of what was experienced within the classroom. That way, there will be an access to data that would be useful for determining a set of attitudes among the students towards the English language.

Beliefs are studied keeping in mind indirect and direct instruments. Fasold (1996) says that a direct instrument is involved in the questioning process in which the participants' answer questions with a close relation with one language or the other. On the other hand, an indirect instrument is willing to have a dynamic in which the interviewee doesn't know that he/she is going through a process in which his/her beliefs are being explored. For that reason, an interview (direct instrument) was used to identify students' beliefs towards the language.

The interview process

Interviews are useful for having an approach to perception. According to Fasold (1996), these interviews are meaningful when the interviewer makes questions about beliefs that are one to one, that way; answers are either recorded or handwritten. It is important to clarify that interviews are not only about direct questions and answers, but also about a dialogue between both parts concerning the topic of interest.

Moreover, Fasold (1996) establishes that interviews are meant to set the interviewee free from answering questions by writing. Also, the interviewee feels himself/herself free for answering in a short or extended way. In the same way, Fasold (1996) adds that

interview members can clear doubts about the way questions are made as well as going deeper within the topic of discussion. Additionally, if there is a moment in which the interviewee starts changing the topic, the interviewer will make him focus on the topic of interest.

Another detail to take into account is the dynamic that is played between interviewers and interviewees and the conclusions one might have from the motivation participants have when going through the data gathering process. In the aforementioned case, Duncombe and Jessop (In Cohen, Manion, and Morrison, 2007) affirm that there is a discussion to be taken into consideration for the topic concerning whether if there is a real intrinsic motivation from the interviewee or the persuasion that the interviewer makes to accomplish the objective of developing the interview by having an empathy that will trigger a further interview process.

This is a fact that Duncombe and Jessop support by stating that there is a constant negotiation between both parts, specifically the interviewer for he/she must avoid to be intrusive with the participant when receiving the information that is needed for the project.

Interviews should be important for the data gathering process because spontaneous types of answers were the purpose for presenting beliefs towards English as a Foreign Language keeping in mind the reasons why English arises different beliefs around the students that are aimed at being participants of the project. In the specific case of the interview experience, students were summoned by groups, according to their grade and a dialogue started after the topic was presented. Students presented their point of view under a brief basis and then proceeded to write what was asked within the format itself. It

is rather relevant to mention that in the case of the metaphorical description, some students needed to review the concept of “metaphor” by going through a collaborative discussion, before engaging into the activity.

Metaphor description of the language

Another source for gathering information concerning language beliefs is the one related to metaphors that could help the students of this bilingual private school describe what they think about the language by setting their thoughts within a metaphorical description.

For the metaphorical description, a research by Gölge Seferoglu, Sibel Korkmazgil and Zeynep Ölçü, from 2009, was taken into account; this research was made in Turkey at Middle East Technical University to make evident the teacher’s role construction with metaphors. This research could prove to be useful for this research project because of its methodological effectiveness to show beliefs in this context. In the specific case of the presenting project, it is important to consider that 21 students from high school were part of the process; 8 students from 9th grade, 8 students from 11th grade and 5 from 12th grade. Additionally, the format included 2 questions that were made, taking 2 aspects into account; first, the questions would be answered, based on the thoughts about the English language, and second, the format to collect the data was actually designed to either be answered orally, or written, depending on the guidance the participant needed if it was necessary.

According to Lakoff and Johnson (1980) metaphors are always presented within our life; that is why even though it not realized, this way of communication is employed by every single one of the speakers. In the case of English, this language can be referred by

students, using metaphors, taking into account that they handle the concept according to the set of activities they have done in the Spanish literature subject. However, the format that will be taken into consideration, is planned to give students an idea about how to use metaphors when describing their thoughts about English language, for instance, participants should describe the language with the element/object they wish to compare it with (a lamp, a bridge, a road). That way, participants would describe the language keeping in mind the object and the reasons why it was described with that object.

Additionally, a model of analysis proposed by Cuenca y Hilferty (1999) in which to analyze the data, a source domain is identified to describe the origin of the metaphor, and a target domain that will serve to describe in what context that metaphor is used as a way to simplify the information once it is identified.

It is convenient to establish that the developmental project could be innovative because beliefs and perceptions haven't been explored with metaphorical descriptions in a broader way. Moreover, beliefs and metaphors work as a base to develop this project, keeping in mind a context in which students' thoughts could be reflected on about English language, as well as the teacher's role and his/her methodology.

Ethical aspects

To present the different students' beliefs, it is necessary to keep in mind a set of ethical codes that guaranteed respect for the ideas of those who voluntarily wished to be part of the data gathering process of this project. Because of what it was previously mentioned, one of the points that was taken into account involved the participants' knowledge about the purpose of the project itself and what it was going to be done as well as its results that they would take part of (Denzin and Lincoln, 2000). Additionally,

participants received information that dealt with the knowledge of the research project that focused on beliefs.

Moreover, it was necessary that participants had the opportunity to accept to be part of this project in order to avoid any kind of coercive action involving either psychological or physical effect (Denzin and Lincoln, 2000). Furthermore, the agreement between participants and researcher was based on complete and clear information that helped specify the sense of the research project.

Furthermore, it was important to inform participants with true facts, the reasons why it was mandatory to avoid deceiving information that could have affected the results in order to get to the goal that was expected to be reached in an illegal way. Likewise, for the veracity that was needed, it was significant to clarify that there was not any mean or purpose to get to the information that it was expected from the participants in a different way apart from the one that involved that they knew what they would be part of and why they would cooperate with project. At the same time, participants were informed about any turn from the developing research project as well as the ultimate aim of it.

About the privacy rights that are offered to the participants of the research project, it is important to consider that these must be guaranteed from the very beginning in which they were invited to share their life experiences for data gathering in order to promise them that their identity not be exposed within the research project in case they did not want to (Denzin and Lincoln, 2000). For that matter, a letter, in the name of the school, was sent to the participants' parents to be aware of the process their children were being part of.

At the same time, as a target, participants are being taken into account to be

“protected” from any kind of negative repercussion for either presenting psychological or social effects for their actual identities within the project, for that reason, the researcher must give the participants the right to guarantee confidentiality by using pseudonyms to conceal their true identity (Denzin and Lincoln, 2000).

Cohen, Manion and Morrison (2007), work on the same topic in a similar way as they affirm that participants must not only have the chance to remain anonymous and their answers managed with confidentiality, but also the chance to review their answers once they have provided them. In addition, the authors from *Research Methods in Education* (2007) say that authors should have a copy of the final paper as well as the right to determine if what they shared with the researcher will finally be published or not. In this matter, it was definitely mandatory that the researcher present the object of study to the possible participants to raise interest and full and truthful involvement within the project.

Moreover, it is relevant to remark what researchers consider as something innocent when using names, participants could feel themselves as deceived and even betrayed (Denzin and Lincoln, 2000). As a result, it was relevant that the researcher be completely impartial to get a full participation from the contributors. This research project has the objective of presenting an approach to attitudes as well as assuring trust and confidentiality to every single participant keeping in mind the ethical aspects that are presented in Denzin and Lincoln’s *Handbook of Qualitative Research* (2000).

For the process itself, the interview and the metaphorical description were gathered in a single document, keeping in mind that the question about the interview itself facilitated students’ responses and even before writing what they thought, they answered in a spontaneous way, acting with liberty to respond before writing the answers on the format.

The part of the metaphorical description resulted into a complex matter at the beginning for it was difficult to activate students' prior knowledge about metaphors. For that reason, they had to work in groups to activate the prior knowledge, before individually working on the format itself.

Context

The Private Bilingual School has become relevant for this matter; this institution is located in Barranquilla and accredited by Ministerio de Educación.

This institution offers four levels of teaching: Maternal, preschool, Elementary and High School, and there is an emphasis on languages, such as: Spanish, English and Hebrew. Additionally, the humanistic approach and the constructive model are the guide for this school in order to develop in students, values and competences.

This school has been taken into account when speaking about national and international activities that deal with Philosophy and Holocaust Congress, as well as a variety of inter school Literacy Contest. Permanently, it is visited by national and international personalities from the scientific, political and cultural fields. The institution has been recognized for its academic excellence, which is reflected, year by year by the results within National Tests (Pruebas Saber) earning very superior level. Additionally, it's students are skillful in different competences, and are willing to develop their entrepreneurship by participating in internal fairs such as SHUK, an event that is held at the end of each academic period (Three overall), in which students present their projects to be applied in a short, mid or even long term process. These projects are focused on their entrepreneurship abilities that are constantly theorized and practiced during the Entrepreneurship class. Furthermore, students get interested in a variety of topics derived

from the course they take. These topics could help them have a clear idea about college programs such as Engineering, Administration and International Relations. Moreover, teachers at the school are aware of studying to apply what it is known to their own context by keeping in mind that to be in the field, it is important that there be constant willingness to learn academically in order to be up to the continuous transformations that are faced when teaching students. The students from 9th, 11th and 12th grade are normally friendly, and their ages range from 14 to 18 years old. A considerable number of these students have interests in having debates and practice oral production for increasing their speech and vocabulary for MUN (Model United Nations) affairs. Additionally, although they are presenting difficulties with the reading skills, they show interest in school and studying in general, but specifically in love stories, and other genres, such as horror, biography, and poetry.

Chapter 4. Findings

In this chapter I will analyze the results given by each of the answers of the students who participated in this study. Below, the beliefs that students from this bilingual private school (21) have towards their English language learning process are analyzed, having into consideration, the data instrument, which was the metaphorical description, within the integral format for data gathering.

The results obtained will be divided in 2 parts, considering the 2 questions from the data collection format:

- 1- What do you think of the English teacher? (¿Qué piensas del profesor de inglés?)
- 2- What do you think of your English teacher's methodology? (¿Qué piensas de la metodología del profesor de inglés?)

The following description will involve the answers that participants presented for both questions, describing the beliefs they had towards the English teacher and his/her methodology, taking into account the following emerging categories: "English as a tool", "English as a vital function" and "English as a functional space in the case of the first question; and "Guide", "Producer/Production", "Vital Function", "Job Techniques", and "Objects" in the case of the second one. These categories were meant to be named as they are mentioned mainly because of the metaphorical use of the language students were employing when referring themselves to the role of the teacher. As it was important to distribute the answers, it was relevant to come with this way to organize, group these by "making" such categories. Also, it is important to clarify that the categories were named because the metaphors participants used, helped determining how they had to be grouped for the similarity that was presented from one and other, for example, the category of

“The guide” was named mainly because the metaphors that were used included “the taxi driver”, “the compass” and these are subjects that help passengers/explorers arrive to the desired destination.

A similar situation happens with categories, such as the “producer” and the “functional space” for there is a result that is obtained from a process and a place for which an action is performed, hence, the location of the “sower” and “sculptor” metaphor within it, as well as “the bridge” and “the maritime canal”, respectively.

Table 1
Questions and answers distributed by categories

Question/Categories	Guide	Producer	Functional Space
1- What does the English teacher mean to you? What would you relate it with?	train driver, guide (5), compass, steps that guide the way, doctor, director (2), dictator	sower, sculptor, radio, TV program, torch, artist	bridge, maritime canal

The chart presents the answers each one of the participants provided, distributed by categories

Table 2
Questions and answers distributed by categories

Question/Categories	Guide	Producer/Production	Vital Function	Job Techniques	Object
What do you think about his methodology? What would you relate it with?	the driver, map, guide	sculptor, cake, movie, diet, TV News, discipline, exercises, surgery	pill, medicine, remedy, energy drink	sower, carpenter techniques	battery, travel plans, exercise plans, operations manual

The chart presents the answers each one of the participants provided, distributed by categories

Beliefs about the teacher.

Before applying the concept of Metaphors to the participants of the study, it is important to mention that these are defined as the comparison of two positions, an imaginary and a real one, establishing the relationship between the two compared objects or concepts (Cuenca y Hilferty, 1999). It is important to consider that there was a metaphors format that only had a question which specifically dealt with what students thought about English language within their lives. Nevertheless, as there was a positive reception towards the result, it became imperative to change the question, focusing it on the ones that are presented in the current format, for measuring beliefs in order to see how these set their perception, which ultimately can be positive or negative. For the first question (What do you think of your English Teacher?), 44% of the population (12 students) see the teacher as a “Guide”. This group is followed by 6 (30%) of the surveyed students who describes their teacher as a "Producer". Finally, there were 3 (26%) of the students that describes the English teacher as a “Functional Space”. Graphics No.1 summarizes these results:

Figure 1

Graphics that show the amount of answers per category (question 1)

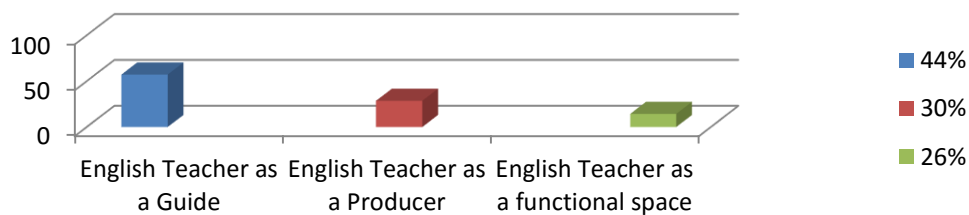


Illustration 1: Metaphors' general distribution (Question 1)

The participant population that described what they thought of the English teacher as a **Guide** (44%: 12 participants) were divided in the following way: 4 students from 9th

grade used metaphors like "the conductor", or "the director". On the other hand, 5 students from 11th grade used metaphors like "the compass" or "the doctor". Finally, 3 participants from 12th grade used metaphors like "the dictator".

Meanwhile, 6 participants who realized that the English teacher was a **producer** belong to 30% and it is structured according to the following: 2 students from 9th grade relate the English language with a torch, or a sculptor. Meanwhile, 2 students from 11th grade have references about the English language teacher comparing it to a sower, and a program, while the last 2 students that belong to 12th grade, consider that the teacher can be referred as radio.

Finally, the question is answered with the emerging category of **functional space**, having 3 participants between students from 9th (1) and 11th grade (1) that describe the teacher with metaphors such as "the bridge" and "the canal" respectively. After reviewing the previous information, it can be seen that the provided answers within the first of the metaphorical description show that participants' statements towards the English teachers are positive, except for traits that described the teacher as a "dictator". Moreover, the answers demonstrate that there is indeed an awareness that deals with the benefits participants believe in, when talking about the English language use in different contexts, which triggers the positive reception towards their teacher, as they are prompted to get the nuances the language has, throughout the teacher himself/herself. Also, this awareness may be solidified by what students think the language could be useful for, because of the experiences they may be facing when talking about the different majors they will be going through.

Additionally, students are aware of the fact that being English speakers may be less complicated to engage in future labor activities, when they will be either leading their family companies or different projects in which their knowledge and language skills be taken into account. Nevertheless, it is important to add that the journey through the categorized answers be made for the sake of the closer approach to what students perceive when talking about the language and their care and aims to it, as well as their teacher.

Now, when talking about the way the English teacher is set within the description, it must be said that 9th grade students see to the role of the language teacher as a relevant actor within each of the learning processes. As well as the guide, the train driver is essential to get to know the aims of the participant, the teacher's role is important to the academic objectives of each of the students. The aforementioned evidence is taken into account because of the statement of one of the participants from 9th grade, who describes the teacher's impact within a classroom using the metaphor "the train driver".

This metaphor source domain presents an individual whose experience is tied to the transportation context. Keeping in mind what the participant says, the train driver "is in charge of the train, instructing his assistants, so they cooperate with the arrival at a destination, which is a demanding process that involves efforts to get to the place you wish to arrive" (SS9TH: October 2015). Therefore, if a teacher's job is compared to the one of the train driver, it means that in many aspects, and describing the target domain, the student expects that the teacher work as a guide, a role to which everything is expected to be done by the teacher, placing the students as information receivers rather than being aware of their own learning process. This can be either interesting or

paradoxical because when students describe themselves, they are seen as active learners with great skills at critical thinking. Moreover, this active role is what the school expects from students as this is one of the Mottos: “Autonomous with a great life and learning perceiving sense” (Colegio Hebreo Union [CHU], 2014).

Among 11th grade students, it is also important to see the teacher as "a film director". This metaphor that compares the teaching job has the target domain of the film and the role of a director. The film director is responsible for the process of the film production, the selection of actors and the team that will make possible the implementation of the film project. The source domain of this metaphor is the one of a leader. It shows that students expect from a teacher a behavior as similar as the director's due to the fact that he/she makes a program that should be useful for student's learning, being aware of the process of each student in order to make the activities for the class appropriate for them. Therefore, it can be inferred that the students have a concept of teaching that involves a total guidance from the teacher.

In relation to the metaphors used by the 12 graders, there's the one of the "torch". Its origin domain is physical: a torch operates as "a support for people", a way for guiding in the middle of the darkness. Thanks to this, it can be inferred that teachers enlightens the support they can provide to their students. In the words of this participant from 11th grade, this support is interpreted as "being there when the student needs it, not only to keep track of what is being said, but also to explain again and encourage him to move on" (SS12TH, September, 2015).

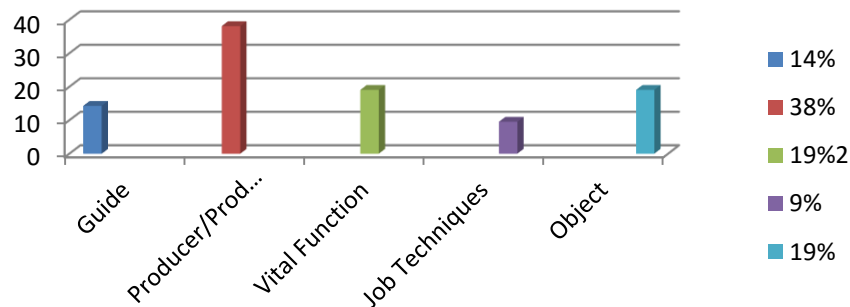
It is clear junior and senior students share metaphors that refer to professions linked to guidance, as it is the case of the "guide" as well as "torch" instruments that refer to moving functions as the "engine of a car" or jobs that refer to the transportation of people such as "the pilot".

On the other hand, the descriptions of the role of the teacher establish that by fitting their class performance into the guidance way of being, there are objectives that the teacher will present based on what he/she considers relevant, so that students learn and not because they suggest it during the learning process. It is possible to determine that the students of this type of teacher will have a lower participation given the teacher's determination to teach what was proposed in their lesson plans, and also because despite the fact that the school object of study aims at giving the students autonomy to work and learn under this "autonomy" principle, they will prefer guidance from the person that is presenting the tools to learn, to be familiar with a language, a culture.

Presenting the second question (What do you think of your teacher's methodology?), 5 categories emerged, including some of the ones seen during the first question. On the results of the interviews emerged the categories of teacher as a guide, and producer/production. Also 3 more categories emerged, such as Vital Function, Job Techniques and Objects. Through these categories it could be established that 3 (14%) of the respondents associated the role of the teacher with a guide and 8 participants (38%) saw the methodology as a pill or an Energizer. On the other hand, 2 students (9%) set the teacher's methodology using techniques such as the sower or the technician. For the last category, 4 students (19%) placed the methodology within travel plans and operation manuals.

Figure 2

Graphics that show the amount of answers per category (question 2)



Students' thoughts on teachers' methodology

Beliefs arising from the responses of the participants also bring with them a positive connotation since, generally, what is evident is that participating students and teachers see the teaching role as a model referring to the academic presence. As in the metaphorical descriptions, responses from the interviews show beliefs that are part of the mentalist position at the cognitive level. The above due to the fact that once more students speak of the role of language teacher based on what they are thinking of this role.

The Language teacher as a guide

This category includes what 21 participants metaphorically share to describe the language teachers well as his/her methodology 9th grade students see the teacher's methodology as a relevant actor within each of the learning processes. As well as the train operator, the guide, and the map are essential to meet the scroll targets of a group of people, students realize that what it is used is important to the academic objectives of each of the students. The above evidence is taking into account, for example, the statement of one of the students of 9th grade, who describes the meaning of the teacher's methodology using the metaphor "the map". This metaphor has an object that is tied

either for geographical or maritime context. In the words of the student who creates this construction, the map "is leading the voyager to a determined place, a destination, and to get to that destination a map is necessary." (SS10DS: October 2015). Therefore, if a teacher's methodology is compared to that of a map, it means that in many respects, and describing the target domain, the student expects the teacher to guide the student with the help of a plan, a syllabus that either includes the theory, the practice and the bibliography that the teacher will consider to construct that knowledge that will lead the student to get to those important matters in the academic and personal context.

Among the senior students, it is also important to see the teacher's methodology as "a Travel Plan". This metaphor that compares the teacher's methodology has the domain of origin of the plan that is made for travel purposes. This type of document is helpful to get to final destination, going through places in between to increase the traveler's experience. For that matter, when teacher's worry about the methodology they are using, it may be because they are willing to get the students through a process that involves a topic exploration, a review and a further practice to solidify what they are willing to achieve in matter of knowledge and experience. Therefore, it can be inferred that the students have a concept of teaching that involves a total accompaniment by the teacher to the students' academic process.

In relation to the metaphors used by 10th graders, there's the one of the "Battery". Its origin domain is physical: a battery operates as "a power source for devices". Thanks to this, we can infer that teachers highlight the support they can provide to their students via their plans and they will execute to fulfill what is determined, students' learning process and achievement. In the words of this student, support is interpreted as "staying there

when we are, in moments in which is possible to perform less and needs the full coverage of the teacher, not only to present but to explain again and encourage us to move on" (SS10G, September, 2015).

It is clear that these students share metaphors that refer to professions linked to objects, as well as life or energy support, as it is the case of the "battery" as well as instruments that refer to moving functions as the "train operator".

8 students provide metaphorical constructions about teaching that are classified in the category of "methodology as a producer/production" stating that it operates as "a sculptor", or "an artist". In the words of one of the students of 9th grade, the domain of origin of this metaphorical construction proposes that a sculptor is a person who "has as a goal to carve the most perfect sculptures more through the implementation of all their knowledge so that in the end the work is appreciated and admired by all" (SS311SP, September, 2015). Thanks to this statement we can infer a source domain: of the artistic profession, sculpting. In the same way, one of the seniors that made part of this exercise, stated the following:

An artist is at the stage of finding a revolutionary idea that approaches him to what he wants to create, to his work. In that same way, being in contact with the students, language teacher acquires the role of a carpenter, it means, try to smooth the rough edges and the "roughest or problematic areas" of the student so that at the end, a smooth surface where he can understand the implications and guidelines of the language can be observed" (SS9SR, October, 2015).

For this reason, taking into account the metaphor of the artist/carpenter, and as a source domain we have the field of woodworking, wood and works with such material to then mold them to obtain objects that are useful for home, we achieve a target domain that fits the role of the teacher, taking into consideration that he has as task sanding and shaping the knowledge of students to make this a "smooth surface" that will lead to receive and understand everything related to what the teacher teaches through the tools to be used, through methodology in general.

Now, the described roles (sculptor, artist) refer to a teacher who is seen as a whole in the class while he considers that students fulfill a receptive role and the plans, materials and further ways to get to the knowledge, are factors that are not meant to be negotiable, but to be done by students with the teacher as the head of everything. The above given that the student will be taken into account as someone who will receive from his teacher most of the knowledge he has so that the student can learn, like it happens with the materials used by the artist.

After going through these definitions, there are some considerations that were previously given and is the way students perceive themselves; they are aware of the fact that they are actually important, they matter, they have a great responsibility upon their shoulders, acting as the future of their generation. Then again, when the beliefs towards teachers is put into comparison, the role students keep having is not as active as they believe they are, specifically when entrepreneurship skills are actually put into practice throughout their school life. To clarify, when it is talked about entrepreneurship, then other factors such as leadership, problem solving, creativity and negotiation skills available when dealing with the active student that the participant claims to be and the

prominence he/she gives to the teaching role, which is not according to the students' description.

To conclude this section of analysis of the metaphors, it is notorious that for students, being a teacher means to be "the guide" and this is shown by metaphors that make reference to jobs or similar functions. Other metaphors have to do with physical objects or instruments that have a specific function. Likewise, students do not seem to use negative metaphors towards the role of the language in spite of some metaphors that might have arisen keeping in mind a dictatorial role with a type of methodology not to be negotiated. We can say that beliefs towards "being a teacher" are positive given that they enhance the teaching job as an important agent in the academic life of the student. In addition, the role assumed by the teacher will raise beliefs in students that will have their methodology put into their minds by practicing and achieving knowledge taking their experience as a possible reference to be done when they run a company, or even be part of an educational community.

The jobs that have higher reference when describing the teacher's work are linked to the domains of origin with means of transportation, and art. On the other hand, these jobs can be found in all three categories, but are focused on the categories of "guide" and "producer". Between the two categories there is a sum of 12 metaphors that can be classified according to the aforementioned jobs.

Chapter 7. Conclusion

The analysis of students' metaphors about English teaching methodologies allowed to draw conclusions about beliefs and perceptions among students from a bilingual private school in Barranquilla regarding the role of English language and the language instruction.

The information gathered from the participants from 9th, 11th and 12th grade show that students generally had positive perceptions of language teachers and their teaching methodology. Three of the twenty-one students gave a negative description of the teacher, comparing the teacher to a dictator who is always exercising his authority, so that everything comes out as he says. For the participants, the presence of the language teacher in the classroom is important, so that students receive an education that not only involves what happens within their context, but that also takes into account what happens outside.

The participants believe that students are in the same range of importance as teachers, since the teaching and learning processes are closely connected. Learner motivation and participation in the classroom help the process of language learning, but recognizing the idea of the teacher as the leader within the classroom in most of the cases. Social interaction among learners and the context in which it takes place are relevant to the process of learning for in the end there is a coexistence between the two roles in a classroom. However, it is up to teachers and students to construct what role children / teenagers claim to have as it was seen within definitions related to the artistic way they saw in themselves. On the other hand, the beliefs within the category of the teacher as a "guide" not only show what students and teachers expect from the role of the language

teacher but will also take into consideration what teachers are inside the classroom as well as what students expect to be when they be involved in a professional career.

As for the category of "producer", beliefs that arise among students also have a positive connotation by how the job of the language teacher is. It is worth to highlight that the descriptions provided by the participants realize a kind of language teacher that within his work manifest a close follow up to the learning process of the students, as described in some collected activities from the metaphorical descriptions (the sculptor, the carpenter, the film director). On the other hand, it might be thought that beliefs shown by this group of students arise by the desire to emulate what they are describing because of what they have seen in their language teachers or what they could have wanted to see in a type of teacher that does not have these qualities.

Finally, the category of the teacher as a "train driver" shows attitudes in students and teachers denoting a complement to the training they receive in their homes as the language teacher is seen as a figure that exceeds the average teacher configurations, portraying them as caring individuals who provide not only knowledge but also comfort and sense of security.

What the results show of students from 9th, 11th and 12th grade turned out to be positive in its majority and show the importance of the language by labeling it as a pivotal resource in a long term process. Additionally, it is appropriate to establish that even though nowadays some students do not see the teacher as the authoritarian figure as it used to be, there are still some traits that give more of an active role to teachers than students, as it was seen within the emerging categories.

Nevertheless, it is clear that the participants are not prepared to assume an equal share of control over their learning process. As expressed previously, even though they do not see the teacher as the authoritarian figure, they would rather delegate this function to the teacher. Since the participants perceived the language teacher as a "guide" the teacher is, in effect, positioned at the "giving" side of the relationship while the students remain somewhat passive "receivers".

Implications brought by study of perceptions are related to the praxis. The foregoing acquires relevance because each belief and further perception arising within the classroom will have either a positive or negative impact.

It is important to take into account that teachers' awareness of these perceptions are necessary because teachers are the usual initiators and facilitators of learning and their satisfactory teaching of a language may be highly dependent on their knowledge of learners' conceptions and misconceptions about the English language learning and the language instruction. Therefore, knowing students' perceptions not only towards language and teacher, but also methodology may prove to be relevant because the inception of their sometimes negative behavior within classes would be given and it could also work as a starting point to explore and conceive the idea of switching from one teaching approach to the other to get to one that really involves interaction and activeness among students.

To continue delving into the issue of perceptions towards the language, teacher and methodology, it is recommended to develop a comparative study involving other grades, or even the same ones some time later in order to evidence changes, if any. With this we could demonstrate how changing are the perception towards the 3 aforementioned

factors. It would also be appropriate to carry out an ethnographic study in which the points of view of the participants can be contrasted with actions carried out within the classroom.

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Appendix

FUNDACIÓN UNIVERSIDAD DEL NORTE
MAESTRÍA EN ENSEÑANZA DE INGLÉS
CÉSAR RANGEL ALDANA

CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS (students' beliefs towards the english language teaching methodology)

El presente ejercicio de investigación es el elemento utilizado para recoger la información necesaria concerniente al proyecto de grado mencionado previamente. Este tiene como objetivo poder evidenciar las creencias que surgen entre estudiantes de Bachillerato del Colegio Hebreo Unión frente al idioma inglés en sus vidas así como también frente a su metodología. Te invitamos a ser partícipe de este ejercicio en el cual mediante el uso de metáforas, las cuales son definidas como modos de representación que sintetizan formas de comprender la realidad que anteceden a la reflexión consciente^[1], se logrará efectuar una aproximación a las creencias frente al idioma anteriormente expuesto. Agradecemos el aporte que hagas para dicho proyecto y garantizamos que la información dada será usada únicamente para fines académicos.

“Para mí el inglés es como un faro: los faros evitan que los barcos se estrellen con los puertos y que entren de una mejor manera a este. De igual forma, el idioma ayuda a que las personas sean iluminadas en su camino al éxito. A veces los faros pueden fallar y pueden causar accidentes, pero en el caso del inglés, es un idioma que garantiza puertas abiertas en el ámbito laboral, académico y social.”.

Piensa por un momento en lo que para ti significa hablar inglés. Lo anterior te podría ayudar a presentar lo que piensas de tu profesor de inglés y su metodología ¿con qué podrías relacionarlo? En el ejemplo el idioma se compara con un faro, ¿para ti que es el idioma inglés/profesor/metodología? Desarrolla tu respuesta de forma escrita o compártela con el investigador de forma oral.

¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es el radio que me transmite información, a veces nueva, a veces vieja. Igual nosotros podemos escoger si escuchar esa emisora o no, recibir la información o no.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología puede influir mucho en que tanto aprenda uno o no. Es como por ejemplo un pudín. I al batirlo lo hago mal, el resultado no será igual, si lo bato bien desde el principio, el saldrá mejor y más esponjoso.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Así como una brújula guía al viajero por caminos nuevos, el profesor nos guía por el conocimiento y el aprendizaje de cosas nuevas.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología puede ser buena para unos y mala para otros, todo va en como aprenda mejor cada uno, o incluso cuestión de gustos, como las películas.

¹ Pozo, J. & Scheuer, N. (2006): Nuevas formas de pensar la enseñanza y el aprendizaje (p. 268). Barcelona: Editorial Grao.

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es alguien que aporta a mi conocimiento. Es como un sembrador que a través del cuidado que le da a la planta hace que esta crezca.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Ha sido muy efectiva, así como cuando el sembrador riega y cuida bien la planta. Puedo decir que ha dado buenos resultados.

¹ Pozo, J. & Scheuer, N. (2006): Nuevas formas de pensar la enseñanza y el aprendizaje (p. 268). Barcelona: Editorial Grao.

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Significa o es como un conductor de tren que me lleva por el camino del conocimiento, así como el maquinista lleva el tren por una ruta.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Su metodología es buena. Es como el conductor. Maneja bien y pueda que en el camino hayan baches, pero el siempre busca la forma de guiar bien.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor es el puente que nos lleva a obtener o repasar el conocimiento adquirido. Como estudiantes igual tenemos la opción de pasar por el puente o no.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología actúa como una píldora que puede curarte o tener efectos secundarios; todo dependiendo de cómo el profesor aborda a los estudiantes para dicha píldora.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
(students' beliefs towards the english language teaching methodology)**

El presente ejercicio de investigación es el elemento utilizado para recoger la información necesaria concerniente al proyecto de grado mencionado previamente. Este tiene como objetivo poder evidenciar las creencias que surgen entre estudiantes de Bachillerato del Colegio Hebreo Unión frente al idioma inglés en sus vidas así como también frente a su metodología. Te invitamos a ser partícipe de este ejercicio en el cual mediante el uso de metáforas, las cuales son definidas como modos de representación que sintetizan formas de comprender la realidad que anteceden a la reflexión consciente^[1], se logrará efectuar una aproximación a las creencias frente al idioma anteriormente expuesto. Agradecemos el aporte que hagas para dicho proyecto y garantizamos que la información dada será usada únicamente para fines académicos.

“Para mí el inglés es como un faro: los faros evitan que los barcos se estrellen con los puertos y que entren de una mejor manera a este. De igual forma, el idioma ayuda a que las personas sean iluminadas en su camino al éxito. A veces los faros pueden fallar y pueden causar accidentes, pero en el caso del inglés, es un idioma que garantiza puertas abiertas en el ámbito laboral, académico y social.”.

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es como un escultor que trabaja con cerámica y moldea una pieza. El trabaja con los estudiantes y transmite conocimiento y nos va moldeando a medida que algo no va funcionando bien.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Así como el escultor, si sabe hacer su trabajo y si sabe transmitir bien su conocimiento, al final la obra puede ser muy buena.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
(students' beliefs towards the english language teaching methodology)**

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor es el guía que necesitas para que logres lo que te propones. El profesor es como un entrenador físico.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología tiene sus pros y sus contras porque los repasos a veces pueden ser tediosos. Relaciono la metodología con un plan de ejercicios.

CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS (students' beliefs towards the english language teaching methodology)

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Para mí es como un mapa, nos guía a donde queremos llegar, al conocimiento de algo.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Para mí la metodología es también ese mapa y como lo usemos. Si lo leemos correctamente llegaremos a la meta como esperamos (al conocimiento).

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
(students' beliefs towards the english language teaching methodology)**

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor te lleva por el camino, pasando por la curva de los temas hasta llegar a tu lugar de destino. Relaciono al profesor con un guía turístico.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología del profesor en general es buena y me parece que va acorde con lo que uno necesita. La metodología la relaciono con un plan de viajes.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es como un doctor que nos ayuda a solucionar algo, en este caso nos ayuda a saber algo. Los resultados obtenidos dependen de que tan bien hagamos lo que él nos sugiere.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología puede ser como la medicina o tratamiento que el doctor nos dé, la cual puede ser el indicado o no, sobre todo si lo seguimos al pie de la letra o no.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
(students' beliefs towards the english language teaching methodology)**

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor es el que te lleva de la mano para que pases por diferentes niveles de conocimiento. Puedo asociarlo con un guía.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología en general es buena aunque haya momentos en los que las clases se tornan aburridas. En ese sentido lo relaciono con una pila.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es un medio para mi proceso de aprendizaje del idioma. Algo así como un guía turístico. Dependiendo de qué tan bien guíe o que tan mal, mi aprendizaje puede ser mejor o peor.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Ha sido buena, aunque a veces monótona. El ánimo que él transmite influye bastante en mi motivación por aprender, así como el guía.

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor siempre está ejerciendo su autoridad para que todo salga como el dice, para mí el profesor es mío un dictador.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología del profesor es buena, aprendemos algo nuevo constantemente. Lo relaciono con un manual de operaciones.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es como un medio, un canal a través del cual pasan cosas, como barcos por ejemplo. Es el medio por medio del cual nos llega la información, el idioma.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología que utilice el profesor es como una cirugía, puede que al final los resultados sean los esperados o no, todo depende de cómo el doctor realice el proceso.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor siempre está dirigiendo, comandando la obra para que todo salga bien. Un profesor es como un director de cine.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Las clases no siempre son buenas pero cuando lo son lo aprovecho mucho, la relaciono con un remedio.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor siempre te está iluminando para que puedas pasar por los lugares de forma segura. El profesor es como una antorcha.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología es muy buena, diferente y nos hace estar muy activos, es como un energizante.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Es como un director de orquesta, que al mismo tiempo es un profesor; guía su orquesta/estudiantes por nuevos conocimientos y en lo posible hacia un excelente aprendizaje.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Su metodología puede ser como una dieta que te mandan, puede ser tan efectiva o no como lo queramos siempre que hagamos las cosas como nos indican.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
(students' beliefs towards the english language teaching methodology)**

El presente ejercicio de investigación es el elemento utilizado para recoger la información necesaria concerniente al proyecto de grado mencionado previamente. Este tiene como objetivo poder evidenciar las creencias que surgen entre estudiantes de Bachillerato del Colegio Hebreo Unión frente al idioma inglés en sus vidas así como también frente a su metodología. Te invitamos a ser partícipe de este ejercicio en el cual mediante el uso de metáforas, las cuales son definidas como modos de representación que sintetizan formas de comprender la realidad que anteceden a la reflexión consciente^[1], se logrará efectuar una aproximación a las creencias frente al idioma anteriormente expuesto. Agradecemos el aporte que hagas para dicho proyecto y garantizamos que la información dada será usada únicamente para fines académicos.

“Para mí el inglés es como un faro: los faros evitan que los barcos se estrellen con los puertos y que entren de una mejor manera a este. De igual forma, el idioma ayuda a que las personas sean iluminadas en su camino al éxito. A veces los faros pueden fallar y pueden causar accidentes, pero en el caso del inglés, es un idioma que garantiza puertas abiertas en el ámbito laboral, académico y social.”.

Piensa por un momento en lo que para ti significa hablar inglés. Lo anterior te podría ayudar a presentar lo que piensas de tu profesor de inglés y su metodología ¿con qué podrías relacionarlo? En el ejemplo el idioma se compara con un faro, ¿para ti que es el idioma inglés/profesor/metodología? Desarrolla tu respuesta de forma escrita o compártela con el investigador de forma oral.

¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor es como un programa de tv el cual nos puede dar información sobre un tema específico o muchos, información que probablemente no hubiésemos conseguido por otro medio.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología es como recibimos el conocimiento, la información. Por ejemplo, si vemos las noticias por tv, o las escuchamos por radio o las leemos en el periódico. Nos irá mejor dependiendo de que sea mejor para nosotros, si una forma o la otra.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor de inglés es como un artista, incluso como un carpintero que tiene que trabajar un material para sacarle lo mejor y obtener al final una gran pieza, siendo nosotros la madera.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Su metodología, hablando del carpintero y su técnica, puede ser muy variada, lo importante es que al final logre el resultado esperado.

CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS (students' beliefs towards the english language teaching methodology)

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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

Para mí el profesor de inglés es como un director técnico, ambos enseñan algo, ambos buscan un fin, que sus estudiantes o jugadores den lo mejor de sí.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

Puedo comparar su metodología con la disciplina que impone el director técnico. Si esta es exigente pero al tiempo dedicado, los jugadores darán más de sí. La motivación influye mucho en lo que uno aprenda.

**CREENCIAS DE ESTUDIANTES FRENTE AL PROCESO DE ENSEÑANZA DEL INGLÉS
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¿Qué significa para ti el profesor de inglés? ¿Con qué podrías relacionarlo?

El profesor de inglés es como esos pasos pintados en el suelo que te guían por un camino, hacia una meta, en este caso aprender inglés de cierta forma. Yo puedo tomar ese camino o tomar otro, pero al final no será igual.

¿Qué piensas de su metodología? ¿Con qué podrías relacionarlo?

La metodología es como hacer ejercicio, dependiendo de la forma en que se haga los resultados pueden ser de una forma u otra, así como si hacerlo o no.